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## ABSTRACT

The preparation of a directory of foreign language education programs was a response to the lack of an information source for location or curricular content of programs in foreign language pedagogy, and followed the lead of other associations in the United States and abroad in compiling such information. Despite having developed guidelines for teacher preparation programs to follow, major professional associations in this country have not established a central program record. The directory, developed by national survey, will list state-approved undergraduate and graduate teacher education programs, an overview of state certification requirements and reciprocity agreements, and descriptions of the programs of all responding institutions, analyzing the extent to which the curricular content of each is consistent with guidelines of the American Council on the Teaching of Foreign Languages. The survey was funded by Florida International University's Center for Multilingual-Multicultural Studies. It is proposed that the directory may help alleviate the language teacher shortage by identifying training and teacher recruitment opportunities, improving communication within the field, and calling attention to the need to streamline certification. (MSE)

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US Directory of Foreign Language Education Programs

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This paper discusses the need for and preparation of a US Directory of Foreign Language Education. Since David Benseler and I are still in the process of compiling the directory, I will present our preliminary findings and the implications of the Directory for addressing the foreign language teacher shortage.

The preparation of this directory came in direct response to my discovery that no one source provides information about the location or curricular content of foreign language education programs in the US. Therefore, it is extremely difficult for students, teachers, researchers, or school districts to identify where these programs are located and what type of preparation they offer. In view of the national teacher shortage in foreign languages, the need for a directory is even more acute. Currently, potential students can identify teacher preparation programs in foreign languages by contacting the state department of education in each state that they are considering; a directory will facilitate their search. LEA's and SEA's who need to recruit teachers could benefit from a directory that lists all state-approved teacher education programs in foreign languages. For

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the sake of communication, foreign language educators need to know where their colleagues are. The directory will identify similar programs and colleagues whom they can contact for an exchange of information. Researchers who want to collect data about foreign language education programs will finally have a ready source of information.

Over the past decade, TESOL has issued three editions of its Directory of Professional Preparation Programs in TESOL in the United States; the latest issue covers the years 1989-91. Helen Kornblum supervised the preparation of this volume which describes 245 undergraduate and graduate programs in TESOL at 158 institutions. Other directories of second language education programs have been published around the world: Mollica and Yalden of Canada prepared English and French as Second Languages in Canadian Teacher-Education Institutions; Great Britain has a directory entitled English as a Foreign Language. International EFL Careers and Qualifications; and Australia and New Zealand have issued A Directory of Specialist TESOL Teacher Training and Applied Linguistics Programs in Australia and New Zealand.

Why then are foreign language education programs not treated in a directory by MLA, ACTFL or the AATs? NCATE and AACTE also do not have a list of foreign language teacher preparation programs. The Modern Language Association has published a Directory of Master's Programs in Foreign Languages, Foreign Literatures, and Linguistics which does include some masters in foreign language education programs. In addition the MLA annually

issues an excellent directory of foreign language departmental administrators (and departments) of two and four year colleges in the September issue of PMLA. Schulz' otherwise comprehensive examination of the national curriculum in foreign languages at the undergraduate level, Options for Undergraduate Foreign Language Programs (MLA, 1979), does not include foreign language education courses or programs. In fact, one of the few sources of data on foreign language education programs was DiPietro, Lantolf, and Labarca's article on "The Graduate Foreign Language Curriculum" in a 1983 issue of the MLJ. In a survey, they found 25 courses in pedagogy out of 881 courses offered by university language departments in their sample of 326 institutions. These same institutions offered 19 MEDs and 65 MATs in French, Spanish, German and lesser taught languages, a small percentage of the total graduate degrees granted. With respect to doctoral programs, Benseler's annual survey of doctoral degrees granted in foreign languages published in the Modern Language Journal indicates which institutions have granted degrees to in "foreign/second language acquisition: teaching", as well as student name, dissertation title and advisor's name. In his 1989 survey, he identifies nineteen universities with such programs. For each year between 1967-1979, ACTFL produced the ACTFL Annual Bibliography of Books and Articles on Pedagogy in Foreign Languages. Another source of information is Leslie Schrier's dissertation from Ohio State, directed by Elizabeth Bernhardt, on "A Survey of Foreign Language Teacher Preparation Patterns and

Procedures in Small, Private Colleges and Universities in the United States.

Both ACTFL and TESOL have established guidelines for teacher preparation programs to follow. The 1966 Golden Anniversary Issue of the Modern Language Journal included "Guidelines for Teacher Education Programs in Modern Foreign Languages" that provides an interesting point of reference for our work today. Bernhardt and Hammadou's article on "A decade of research in foreign language education" reviewed the literature in foreign language education and assessed the research base for the field. They found that the database for foreign language teacher education research was extremely limited and that it relied principally on "discussions among experienced foreign language educators about the educational needs of foreign language teachers as the experts have perceived them, rather than on the principled collection of data and information." (p. 293). Rare reference was made to parallel discoveries in the broader field of teacher education in general. In analyzing the contents of the literature, they uncovered a number of questions for future study regarding the knowledge base for the field and the curricular content of courses like the foreign language methods course. Until a central record is established of the programs that are engaged in the field, these questions will remain unanswered.

Over a decade ago, Benseler recognized that "not one of our present professional associations can or does represent or speak

for all or us." He argued on behalf of a single professional organization, an American Language Association that would pull together our profession's local, regional and state foreign language organizations, but not replace them. Although the majority of us in the foreign language profession teach at levels ranging from pre-k through adult, paradoxically foreign language education is a neglected part of our field. To fail to recognize pedagogical training as an important part of foreign language departments for K-12 or university faculty is a dangerous omission that undermines the essence and effectiveness of our profession. Unfortunately, the traditional lack of teacher education for college faculty reflects and reinforces the belief that anyone can teach (with or without special preparation).

So why doesn't the foreign language profession keep track of its education programs as TESOL does? Do other disciplines such as social studies, science and math have a central source of information about their teacher preparation programs? Several factors may explain the lack of information on the foreign language education programs. First, some view foreign language education as ancillary to the study of foreign languages or the turf of colleges of education. In truth, the housing of foreign language education programs is often split between the foreign language departments in colleges of arts and sciences and secondary education departments in colleges of education. This schizophrenic, or interdisciplinary nature of the field

complicates the issues of identity and ownership. However, this split identity affects TESOL to an even greater degree, with its programs scattered among English, linguistics, modern language departments as well as in various departments of colleges of education.

#### CONTENTS OF THE DIRECTORY

The directory will consist of a list of state-approved undergraduate and graduate teacher education programs for each state and Washington, DC, an overview of state certification requirements and reciprocity agreements, and program descriptions of all institutions who respond to our request for information. The program information will consist of degrees offered, length of program admissions requirements, program requirements, program of studies, orientation of program, full time faculty, tuition, fees and financial aid, number of program graduates and special activities. In addition, the directory will analyze the extent to which the curricular content of the programs is consistent with the ACTFL provisional guidelines on the preparation of foreign language teachers.

#### PREPARATION OF THE DIRECTORY

After identifying the need for the project, I looked for financial support from within my university, and for a collaborator whose commitment to foreign language education is widely known. The Center for Multilingual-Multicultural Studies

at Florida International University under the directorship of Tanya Saunders Hamilton provided a research grant of \$1,500 for the project. David Benseler of Ohio State University agreed to serve as collaborator.

Project implementation consists of the following three steps: 1) to identify which colleges and universities have state-approved foreign language teacher education programs at the undergraduate and graduate levels and contact persons 2) to obtain information on state certification requirements and reciprocity agreements; and 3) to collect and compile information on the nature and curriculum of individual programs. We have nearly completed steps one and two, and are about to begin data collection for step three. To carry out the first two steps, we contacted the state foreign language supervisors by mail for a list of state-approved programs, contact persons, certification requirements and reciprocity agreements. Our first mailing was sent out on February 5, 1990, with follow-up letter to non-respondents on April 20, 1990. In September, I contacted the five remaining non-respondents by telephone.

The information we sought was often held by two separate sources in the state departments of education: a state certification officer AND the foreign language supervisor. In some cases, the foreign language supervisor referred our request for information to the state certification officer and both provided information. More frequently, we received partial information from one source or the other.

For certification information, we received complete information from half of the states. From 38 states we received information on the foreign language requirements, while only 28 states furnished information on professional education requirements. In retrospect, the wording of our request for information on certification could be interpreted as a call for just the foreign language certification requirements, and not the generic requirements established for teachers in all areas.

From the information that the supervisors or certification officials furnished, I compiled a mailing list of contact persons, deans of the college of education, and chairs of foreign language departments at smaller colleges that I suspected did not have colleges of education. Our list contains 773 institutions with state-approved foreign language education programs. Although we were unable to obtain a list of approved programs from Connecticut, Idaho and Texas, we included the major public and private institutions in those states although we have not yet verified whether those have state approved programs. We also include the 81 Pennsylvania institutions with foreign language departments that were not specifically identified as having state-approved teacher education programs.

The survey instrument to collect data about individual programs is in preparation, with a target date for mailing in December 1990. When the first draft of the directory is compiled (estimated date March, 1991) we will search for a publisher for the directory.

## FINDINGS TO DATE

STATE-APPROVED INSTITUTIONS: We have identified 773 institutions with teacher education programs in foreign languages, including the non-verified programs from Connecticut, Idaho, Nebraska, Pennsylvania, and Texas. The number of institutions per state is indicated following the references at the end of the paper. New York has the most training institutions (82) followed by Pennsylvania (81). Other states with large numbers of foreign language education programs are: California (40), Illinois (37), Ohio (36), Michigan (32), Indiana (31), Virginia (28), North Carolina (27), Missouri (23) and Iowa (22). We plan to have an estimate concerning the number of foreign language teachers who are prepared annually by these programs when we compile the data from the individual programs.

CERTIFICATION: Certification rules and regulations will be summarized in the directory. This is no easy task given the complexity and diversity of the requirements, and the different levels of certification available (temporary, part-time, provisional, add-on, full, professional, substitute, lifetime, to name just a few!). In addition, distinctions are made among procedures for initial certification, adding another area to existing certification, and renewal of certificates. The language of certification further complicates matters with the wide variation in meaning of "licensure", "endorsement", and "certification". The complexity of the certification

requirements and the bureaucracy of the certification process must discourage prospective teachers and contribute to the teacher shortage. In some states like Florida, the certification process can be a drawn-out, confusing, and frustrating experience. The certification regulations of too many states are unclear and difficult to understand.

Certain trends in foreign language certification are discernible. Most states require 30 semester hours of instruction or a major in the target language. Eleven states offered foreign language certification for the secondary level, while nine had K -12 certification available. In twelve states, the teacher could be certified in foreign languages at either the elementary or secondary level.

One of the most interesting areas in foreign language certification relates to testing knowledge and skills in the subject matter. A number of states have opted for oral proficiency testing for their teachers. Taking a leadership role, the Texas Education Agency contracted with the Center for Applied Linguistics to develop the Texas Oral Proficiency Test (TOPT), a semi-direct oral proficiency interview for Spanish and French teachers. Starting in spring, 1991 Texas will administer the test to people who seek initial certification in Spanish and French, as well as bilingual education. Washington DC requires foreign language teachers who seek initial certification to score a 2+ on an oral proficiency interview modeled after the ACTFL OPI. A testing panel offers the test to prospective teachers

twice a year. In Massachusetts, new teachers must take a language proficiency test in reading, writing and speaking that is administered by the University of Massachusetts in Boston. A score of intermediate high on the ACTFL OPI is an option for French teachers seeking certification in Louisiana. Utah requires a score of advanced on the ACTFL OPI for teachers of German, French and Spanish who have a valid certification in another area. New Hampshire strongly recommends proof of language competence through a score on the OPI, GRE, NTE or other examination. Two states have made a recommendation for new foreign language teachers to be required to take the ACTFL OPI by future dates: Vermont will require a score of Intermediate High for the ACTFL OPI (and in reading and writing) after June 30, 1995, while North Carolina recommends that new teachers score 2+ on the FSI or Advanced Plus on the ACTFL OPI by 1993. Ten states indicated that they require a certain score (and these varied considerably from state to state) on the NTE in Spanish, French or German. The majority of states do not yet require oral tests of proficiency for new teachers. However, new interest may arise in oral proficiency testing of teachers and students following the META agreement signed by the state of Florida that requires that teachers of LEP students are competent in the language of instruction, and that tests be approved for placement and measurement of language proficiency of LEP students. Florida is now examining oral tests for both students and teachers in order to decide which will be approved for use by the school districts.

On the other hand, given the teacher shortage, other states may hesitate before introducing new certification requirements that will further limit the pool of job applicants in spite of the importance of establishing standards in oral proficiency for foreign language teachers.

Some states (Georgia, Kansas, New Hampshire, North Carolina, Vermont, Virginia, Wisconsin) have developed guidelines and competencies for foreign language teacher education. Although we did not specifically request this information, the states mentioned above kindly supplied it. These with the ACTFL and TESOL guidelines for teacher preparation programs help to define the knowledge base for the field by describing the types of knowledge, attitudes and skills that state educators consider important for foreign language teachers.

The treatment of native speakers by state certification offices is a matter in need of review in order to tap an important source of potential foreign language teachers. Only one state according to the responses we received, Georgia, had carefully articulated certification regulations that took native language proficiency into consideration. Other states, like Florida and Oklahoma require the same amount of coursework in the target language for native speakers as for non-native speakers. This unnecessarily delays the certification process of individuals who could help alleviate the teacher shortage.

Louisiana has a unique and very interesting requirement for its French teachers (optional for teachers of other languages):

study two semesters abroad or spend two summers of intensive immersion study at a Louisiana university campus, out-of-state, or abroad, or secondary teachers must score intermediate high on the ACTFL OPI.

A foreign language methods course was required for certification in twelve states that provided information about this requirement. Florida and Minnesota require a methods course in teaching foreign languages at both the elementary and secondary levels. Student teaching is required in state-approved programs in 28 states and Washington DC.

RECIPROCITY: To alleviate the teacher shortage, many states recognize teaching certificates or teacher preparation programs from other states as equivalent to their own. Some states such as Arizona, Florida, Georgia, Illinois, Indiana, Iowa, Kentucky, Louisiana, Michigan, Mississippi, North Dakota, and West Virginia recognize all programs with equivalent or higher standards and certain other conditions such as a passing score on the NTE. Two reciprocity agreements are widespread to assist states in their recognition of out-of-state credentials for a teaching certificate. These are NASDTEC (the National Association of State Directors of Teacher Education and Certification) which has approximately 27 participants including Washington, DC, and the Interstate Certification Project which covers 28 states, Washington DC and the Overseas Dependents Schools. Under either agreement, states may be added or deleted from the list over time. Some states participate in both agreements, as well as

recognize the credentials of potential teachers from any state-approved institution with equivalent or higher requirements. In spite of this willingness to grant certification to qualified people with out-of-state credentials, the certification process is far from easy for reasons described above.

Alternative certification programs have been developed in states such as New Jersey and Georgia with considerable success. The New Jersey Provisional Teacher Program, which is clearly and precisely articulated by the New Jersey Department of Education, has been in operation since 1985. College graduates who join this program are assigned a subject specialist mentor for the first year with whom they undergo intensive (all-day) supervision and collaboration for the first 20 teaching days, weekly supervision and collaboration for the next ten weeks, and monthly supervisions and collaboration for the next five months.

#### IMPLICATIONS FOR THE TEACHER SHORTAGE

In its presentation of information on certification, reciprocity agreements, and foreign language education programs, we believe the Directory of Foreign Language Teacher Preparation Programs can help alleviate the teacher shortage. Its compilation of state-approved programs will permit the identification of places where new teachers can be trained and SEAs and LEAs can recruit new teachers. We also hope that this project contributes to the knowledge base about foreign language education, improves communication within the field, and helps to

link foreign language education more solidly with foreign language departments and the teaching of foreign languages at all levels.

In terms of certification, we hope that our directory calls attention to the need to streamline and simplify both the regulations and the process of certification so that potential teachers are not discouraged and lost to the field before they start. Certification regulations must be written clearly so that they are comprehensible to any educated individual, not just trained certification officers or lawyers.

States should consider following Georgia's lead in taking the special qualifications of native speakers into account when granting certification. These individuals should not have to take the same number of hours as non-native speakers if they can prove their literacy and oral proficiency through testing.

With respect to new requirements in oral proficiency for teachers seeking initial certification, foreign language departments must seriously consider the institutionalization of realistic oral proficiency requirements for their graduates. New oral tests such as the promising semi-direct oral proficiency tests developed by the Center for Applied Linguistics for the State of Texas should be created and adopted for a wider, national use.

We have found in our work on the Directory that foreign language departments, colleges of education, state departments of education and professional organizations have already identified

a number of powerful ways to address the teacher shortage. It's a matter of communicating the effectiveness of the models, airing the problems, and continuing the work.

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Number of Institutions with Teacher Preparation Programs by State

|    |     |    |     |    |     |    |     |    |     |    |     |
|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|
| AL | 14; | AK | 1;  | AR | 13; | AZ | 3;  | CA | 40; | CO | 13; |
| CT | 7;  | DE | 1;  | FL | 18; | GA | 18; | HI | 1;  | IA | 22  |
| ID | 3;  | IL | 37; | IN | 31; | KS | 18; | KY | 16; | LA | 19  |
| MA | 16; | MD | 3;  | ME | 8;  | MI | 32; | MN | 19; | MO | 23; |
| MS | 15; | MT | 5;  | NC | 27; | ND | 5;  | NE | 3;  | NH | 8;  |
| NM | 4;  | NY | 82; | OH | 36; | OK | 9;  | OR | 10; | PA | 81; |
| RI | 3;  | SC | 14; | SD | 4;  | TN | 10; | TX | 16; | UT | 6;  |
| VA | 28; | VT | 7;  | WA | 14; | WV | 8;  | WY | 1.  |    |     |

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|    |                                                                                                                                   |
|----|-----------------------------------------------------------------------------------------------------------------------------------|
| AL | Joanna Breedlove Crane, Foreign Language Education Specialist                                                                     |
| AZ | Robert Sosa, Education Program Specialist, Bilingual Education                                                                    |
| AK | Susan M. Grier, Specialist, Foreign Language Education                                                                            |
| CA | Priscilla H. Walton, Commission on Teacher Credentialing                                                                          |
| DC | Marion Hines, Supervising Director, Foreign Languages                                                                             |
| FL | Gabriel Valdes, Foreign Language Program Specialist<br>Barbara C. Harrell, Program Specialist, Teacher Education Program Approval |
| GA | Pam Ficken, Consultant in Foreign Languages                                                                                       |
| IA | Orrin Nearhoof, Chief, Practitioner Preparation and Licensure                                                                     |
| LA | David G. Beste, Foreign Languages Section                                                                                         |
| MD | Dorothy Huss, Specialist, Foreign and Second Language Learning                                                                    |
| NH | F. Joanne Baker, Administrator, Bureau of Teacher Education and Professional Standards                                            |
| NJ | W. Wayne Conrad, Coordinator, Collegiate Teacher Education                                                                        |
| NY | Charles C. Mackey, Supervisor in Teacher Education                                                                                |
| NC | Fran Hoch, Chief Consultant, Second Language Studies                                                                              |
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| PA | Larrie H. McLamb, Jr. Language Education Adviser, Bureau of Curriculum and Instruction                                            |
| SC | Cindy Saylor, Foreign Language Consultant<br>Jeffrey P. Bartkovich, Coordinator for Academic Programs                             |
| TX | Bobby LaBouve, Director of Languages<br>William M. Wale, Director of Programs, Division of Teacher Education                      |
| UT | Joan D. Patterson, Office of Curriculum and Instruction                                                                           |
| WA | Edwin L. Lyle, Associate for Teacher Education                                                                                    |
| WI | Frank M. Grittner, Supervisor, Second Language Instruction                                                                        |